DOCUMENT RESUME

ED 433 354 TM 030 023

AUTHOR Koehler, Holly
TITLE Academics 2000 First Things First. FEEDBACK. Publication Number 98.03.
INSTITUTION Austin Independent School District, TX. Office of Program Evaluation.
PUB DATE 1999-04-00
NOTE 17p.; Printed on colored paper.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Educational Improvement; Elementary Education; *Elementary School Students; Grants; Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Urban Schools
IDENTIFIERS *Austin Independent School District TX; Goals 2000

ABSTRACT

Academics 2000 First Things First is the Texas initiative under the Goals 2000 Act. The purpose of Academics 2000 is to raise the academic achievement of all Texas students by ensuring that each child achieves grade level mastery of the foundation subjects by the end of the fourth grade. In 1996-97, three Academics 2000 grants were received by single campuses, and three were received by pairs of campuses. One grant was received by three campuses together, and one was received by a program for students with dyslexia, involving five campuses. Copies of the 1997-98 evaluation reports submitted to the Texas Education Agency by these schools are summarized on a school-by-school basis. Academics 2000 funding is provided for planning and implementation of initiatives to improve reading, including professional development, and for preservice education to provide early childhood and elementary educators with skills and knowledge to foster reading achievement. Every Academic 2000 program also has a parent participation component. Programs implemented under Academics 2000 at each of the participating schools are described, and the performance indicators used to evaluate each program are described and evaluated. These indicators include scores on the Texas Assessment of Academic Skills. (SLD)

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FEEDBACK

Austin Independent School District

April 1999 Pub. No. 98.03

ED 433 354

Academics 2000 First Things First

Author:
Holly Koehler

TM030023

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FEEDBACK

Austin Independent School District

Author:
Holly Koehler, Evaluation Analyst

Office of Program Evaluation:
Holly Williams, Assistant Director

Academics 2000 First Things First

Academics 2000 First Things First is the Texas initiative under the Goals 2000: Educate America Act (public law 103-227). The purpose of Academics 2000 is to raise the level of academic achievement of all Texas students by ensuring that each child achieves fourth grade mastery of the foundation subjects by the end of the fourth grade. At the local level, the Academics 2000 initiative provides communities with opportunities to design educational programs to promote reading achievement among their students. Academics 2000 funding is provided for planning and implementation of initiatives to improve reading, including intensive and sustained professional development in research-based instructional strategies and methodologies. In addition, funding is provided for preservice education to provide early childhood and elementary educators with skills and knowledge to foster reading achievement among all students.

The Austin Independent School District (AISD) began applying for Academics 2000 grants for the 1996-97 school year. During 1996-97, AISD received seven Academics 2000 grants totaling $842,906; during 1997-98, AISD received eight Academics 2000 grants totaling $698,957. Three grants were received by single campuses (i.e., Dawson, Harris, and Travis Heights); three grants were received by pairs of campuses (i.e., Allan & Brooke, Cook & Wooldridge, and Palm & Widen); one grant was received by three campuses (i.e., Barrington, Ortega, & Zavala); one grant was received by Services for Students with Dyslexia and Learning Differences and included five campuses (i.e., Blackshear, Govalle, Jordan, Oak Springs/Rice, & Sims).

Evaluation Methodology

At the end of each year of funding, recipients of Academics 2000 grants are required to submit completed evaluation reports to the Texas Education Agency (TEA). In completing the reports, recipients list major activities implemented to increase student proficiency in reading, performance measures selected to evaluate the effectiveness of the activities, and program evaluation results reported on the basis of the performance measures. Copies of the 1997-98 evaluation reports submitted to TEA by grant recipients from AISD were collected and are summarized in this report.

Summary of District Grant Programs for 1997-98

Funding allocation:	$698,957	Administrators served:	26
Students served:	8,680	Preservice educators served:	149
Teachers served:	530	Parents involved:	3,328

Major Activities Designed to Increase Student Proficiency in Reading

This year, the eight Academics 2000 programs continued with the implementation of a variety of literacy-related activities designed to ensure that all students will be reading on grade level by the end of the fourth grade. The activities included guided reading, phonemic awareness instruction, supplemental literacy instruction, literacy groups, literacy activities conducted by parents, multi-sensory instruction, and weekly tutoring. In addition, some programs included the following: Helping One Student to Succeed (HOSTS), Reading Recovery, Descubriendo la Lectura, Project Read, Reading One-One, and National Reading Styles.

Every Academics 2000 program had a parental involvement component. Parent-related activities included instruction in home literacy support, family literacy nights, parenting skills instruction, assistance with social and community needs and resources, basic computer literacy training, family resource check-out, parent get-togethers, interactive PTA meetings, home visits, and a parent literacy conference.

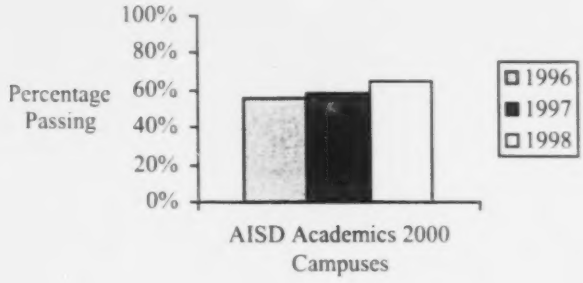
Staff development was a requirement for each Academics 2000 program. Topics included computer literacy, reading instruction and assessment, phonemic awareness, guided reading, early literacy skills, journal writing, multiple intelligences, gifted and talented, redirecting children's behavior, professional journal writing, and curriculum alignment. Some programs also included training in HOSTS, Early Literacy Inservice Course (ELIC), TAAS administration, Project Read, Descubriendo la Lectura, Frameworks, Literacy Backbone, A Developmentally Appropriate Program for Teaching (ADAPT), Breakthrough to Literacy, and National Reading Styles. Finally, some staff members attended the Reading Recovery and Texas Early Literacy Conferences.

Five of the eight AISD Academics 2000 programs included preservice education. Pre-service educators received training in literacy instruction and observed teacher leaders, who modeled instructional techniques. In addition, they developed professional portfolios, tutored students, and presented demonstration lessons. Following the lessons, they received feedback on their work from professional staff. Some pre-service educators also attended staff development activities along with professional staff members.

Performance Indicators Used to Evaluate the Effectiveness of Grant-Funded Activities

Grant recipients selected one or more performance indicators by which they would evaluate the success of their program. A variety of performance indicators were selected including attendance rates, assessment results, survey results, and time students spent reading. Information regarding specific performance indicators is presented for each program in the individual program sections that follow. In addition, TAAS Reading results were used in the evaluation of all of the programs. TAAS Reading results for the year prior to the initial grant award and for each subsequent year are presented for each program, by campus, in the individual program sections that follow. In addition, average TAAS Reading pass rates of students from all of the Academics 2000 campuses are presented in Figure 1. TAAS data presented in this report were calculated using all students tested who received valid test scores for the TAAS Reading.

Figure 1: Average Percentage Passing TAAS Reading at AISD Academics 2000 Campuses



- Between 1996 and 1998, the percentage of students passing TAAS Reading at AISD Academics 2000 campuses increased from 56% to 65%.

ALLAN AND BROOKE ELEMENTARY SCHOOLS

Year II of funding

Funding allocation:	$105,000	Administrators served:	2
Students served:	695	Preservice educators served:	112
Teachers served:	65	Parents involved:	294

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

During 1997-98, the Academics 2000 program at Allan and Brooke Elementary Schools focused on professional development. Fifty-two teachers attended a graduate course in computer literacy, and 20 teachers and 2 administrators attended a graduate course in reading instruction. Both of the graduate courses were provided through a collaboration with Southwest Texas State University. In addition, 25 teachers, 2 administrators, and 9 parents attended training in redirecting children's behavior, and approximately 12 teachers attended an individual reading assessment seminar at the University of Texas.

Preservice education was another important component of the program. Twenty-one teachers at Allan and Brooke Elementary Schools were assigned at least one preservice intern or student teacher each semester. The preservice interns and student teachers developed professional portfolios and provided tutoring for over 150 elementary students.

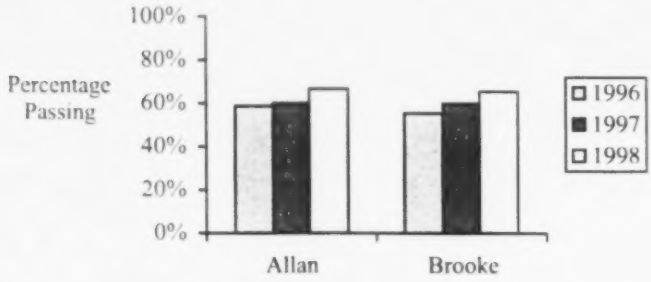
Parental involvement was also emphasized. One hundred and eight parents attended workshops on home literacy support, and 60 parents attended three Family Literacy Nights. Finally, computers, printers, software, library books, and additional materials were purchased with Academics 2000 funds.

Performance Indicators Used to Evaluate the Effectiveness of Grant-Funded Activities

Performance indicators used to evaluate the Academics 2000 program at Allan and Brooke include TAAS Reading, as presented in Figure 2, attendance at parent training workshops, and teachers trained in technology and literacy instruction.

TAAS Reading

Figure 2: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Allan increased from 59% to 67%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Brooke increased from 56% to 66%.

Attendance at parent training workshops

- Thirty-five percent of Allan Elementary parents participated in school activities during 1997-98. (Baseline data were not available for Allan, due to change in personnel.)
- Parent participation increased from 15% to 60% at Brooke Elementary.

Teachers trained in technology and literacy instruction

- The percentage of teachers participating in training at Allan Elementary dropped from 80% to 50% due to a change in the format for training.
- The percentage of teachers participating in training at Brooke Elementary increased from 20% to 80%.

BARRINGTON, ORTEGA, AND ZAVALA ELEMENTARY SCHOOLS

Year II of funding

Funding allocation:	$104,584	Administrators served:	3
Students served:	1,356	Preservice educators served:	0
Teachers served:	126	Parents involved:	1500

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

The Helping One Student to Succeed (HOSTS) program was implemented to increase student achievement in reading. Teachers new to the campuses received training in the program, and 126 returning teachers were retrained. Students were assigned to the program on the basis of HOSTS assessment results. The HOSTS facilitating teacher scheduled students for visits to the HOSTS room, and community mentors were recruited to work one-on-one with students. The HOSTS teacher trained the new mentors in program methodology and in

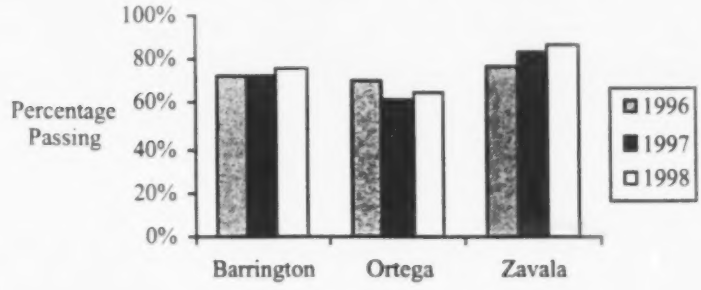
use of materials. Overall, 917 volunteer mentors worked for 6,042 hours with students on specific TAAS reading and writing skills using "mentor-friendly" education packets prepared by the HOSTS teacher for each child each week. The HOSTS teacher presented quarterly program results to a broad-based panel.

PERFORMANCE INDICATORS USED TO EVALUATE THE EFFECTIVENESS OF GRANT-FUNDED ACTIVITIES

Performance indicators used to evaluate the Academics 2000 program at Barrington, Ortega, and Zavala include TAAS Reading, as presented in Figure 3, Individual Reading Inventories (IRIs), and time students spent reading.

TAAS Reading

Figure 3: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Barrington increased from 73% to 76%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Ortega decreased from 70% to 65%; between 1996 and 1997, the percentage of students passing TAAS Reading at Ortega increased from 61% to 65%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Zavala increased from 77% to 87%.

Individual Reading Inventories (IRIs)

- Throughout the year, students advanced through leveled books, achieving an average growth of 2 years.

Time students spent reading

- Students' time spent reading at school with HOSTS support increased by 2 hours per week per student.

COOK AND WOOLDRIDGE ELEMENTARY SCHOOLS

Year II of funding

Funding allocation:	$97,601	Administrators served:	3
Students served:	1,715	Preservice educators served:	0
Teachers served:	47	Parents involved:	211

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

Staff of the Quail Creek Family Reading Program administered a survey to parents to assess their needs. On the basis of survey results, staff established open family nights that were held one hour before each PTA meeting and included ADHD support, parenting skills instruction, and family reading support for students' reading achievement. Staff also provided instruction and assistance in the areas of social and community needs and resources, and offered parents basic computer literacy training.

Staff implemented a variety of reading activities to empower parents to teach their children. Parents and students were encouraged to utilize the public library and the local adopter bookstore. Developmentally appropriate books and books and videos of Reading Recovery lessons were made available for check-out by families. Reading Recovery was offered for at-risk first grade students to improve their reading achievement, and regular and Reading Recovery teachers worked together to provide a bridge of support for newly learned reading strategies and skills of the at-risk students. Staff worked to develop a balanced reading program for all students.

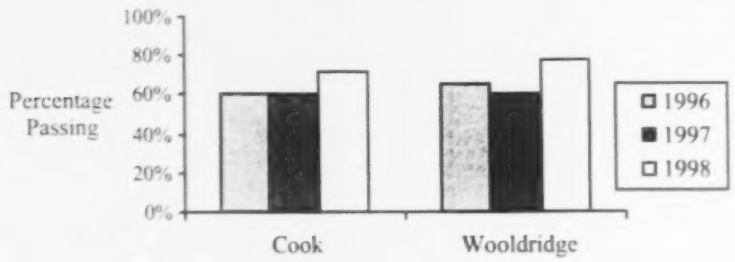
Twelve teachers attended Early Literacy Inservice Course (ELIC) training. Three teachers attended Reading Recovery Continuing Contact sessions. Content Mastery support groups were held for teachers and teaching assistants. Fifty teachers attended technology training tutorials that were presented by a member of the District Technology Leadership Team. Three teachers attended a Reading Recovery conference, and five teachers attended a literacy support conference. A professional library was established to house research-based literacy materials.

PERFORMANCE INDICATORS USED TO EVALUATE THE EFFECTIVENESS OF GRANT-FUNDED ACTIVITIES

Performance indicators used to evaluate the Academics 2000 program at Cook and Wooldridge include TAAS Reading, as presented in Figure 4, observation surveys, the Peabody Picture Vocabulary Test in English and Spanish, and the Primary Assessment of Language Arts and Mathematics Checklist.

TAAS Reading

Figure 4: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Cook increased from 60% to 71%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Wooldridge increased from 66% to 78%.

Observation Surveys

- Results of observation surveys indicated that students who received 60 or more lessons increased their scores on the following: dictation, letter identification, writing, sight word list, and concepts about print.

Peabody Picture Vocabulary Test (PPVT) in English and in Spanish (TVIP)

- Students at Wooldridge made a 13 point standard score gain on the PPVT.
- Students at Wooldridge made a 4 point standard score gain on the TVIP.
- Students at Cook made a 9 point standard score gain on the PPVT.
- Students at Cook made a 11 point standard score gain on the TVIP.

Primary Assessment of Language Arts and Mathematics (PALM) Checklist

- No results were submitted for this indicator.

DAWSON ELEMENTARY

Year I of funding

Funding allocation:	$150,000	Administrators served:	2
Students served:	419	Preservice educators served:	0
Teachers served:	34	Parents involved:	356

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

Two parents and one grandparent were hired to provide phonemic awareness lessons for pre-kindergarten and kindergarten students daily for 45 minutes. Parents of pre-kindergarten

students were trained to assist with literacy activities each morning. Students in grades 1-3 who were experiencing reading difficulties received supplemental literacy instruction. Identified first grade students received Reading Recovery or Descubriendo la Lectura, and literacy groups were provided for students in kindergarten and grades 2 and 3. Staff worked to increased the frequency and duration of literacy activities. Reading instruction focused on TAAS objectives, targets, and testing formats.

A bilingual parent involvement coordinator organized a variety of family outreach activities including "How to Help Your Child Succeed Night," KLRU Early Literacy Workshops, "Get Familiar with TAAS Day," and "Summer is for Reading, Too!" The coordinator also presented parent get-togethers and parenting classes. Thirty parents participated in two 8-week sessions of Practical Parenting Education classes that were offered in English and Spanish. In-home early literacy support was provided to 25 families with 3-5 year old children through the HIPPY program. Ninety-eight parents and 134 students participated in six bilingual family literacy activity nights provided through Communities in Schools.

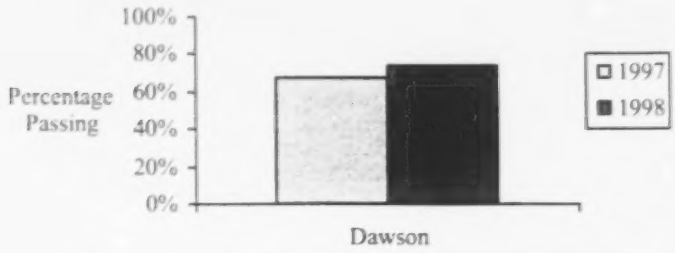
Thirty-four teachers, two administrators, and two parents attended nine full-day on-campus literacy trainings presented by Region XIII. An in-classroom consultant focused on increasing literacy opportunities for students in the classrooms of 29 teachers through room arrangement, materials, media, and technology. A permanent professional library was developed to house over 50 internationally recognized titles addressing literacy development. Thirty-four teachers, two administrators, and the counselor and parent involvement coordinator participated in study groups on instructional topics using new titles from the professional collection. Two teachers attended the Reading Recovery Conference. Nine teachers and two administrators attended the Texas Early Literacy Conference. TAAS training was provided for staff, administrators, and parents. Six teachers attended phonemic awareness training. One teacher attended Reading Recovery training, and one teacher attended Descubriendo la Lectura training.

Performance Indicators Used to Evaluate the Effectiveness of the Grant-Funded Activities

Performance indicators used to evaluate the Academics 2000 program at Dawson include TAAS Reading, as presented in Figure 5, Concepts About Print, and emergent book levels.

TAAS Reading

Figure 5: Percentage Passing TAAS Reading by Campus



- Between 1997 and 1998, the percentage of students passing TAAS Reading at Dawson increased from 68% to 74%.

Concepts About Print

- Average pre-k scores increased from 4 to 10 on Concepts About Print; average kindergarten scores increased from 6 to 13.

Emergent Book Levels

- On the basis of M. Arie Clay's emergent book levels (1-18), the average gain for all Reading Recovery and Descubriendo la Lectura students was 7 levels; all students made gains of 4 or more levels.
- Average scores of kindergarten students increased from 3 to 9 on the CAP test, from 7 to 30 on the Letter ID test, and from 0 to 11 on the Word ID test. Average scores of first grade students increased from 5 to 16 on the CAP test, and all first grade students made minimum gains of 5 reading levels. The average reading level of students in grades 2-3 increased from 7 to 14.

DYSLEXIA SUPPORT

Year II of funding

Funding allocation:	$90,949	Administrators served:	6
Students served:	1,468	Preservice educators served:	21
Teachers served:	52	Parents involved:	85

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

This was the second year of Academics 2000 funding for the AISD Services for Students with Dyslexia. Five elementary schools are involved in this grant: Blackshear, Govalle, Jordan, Oak Springs, and Sims. This year, the program focused on training teachers in Project Read, a reading approach that emphasizes multisensory techniques to teach students who are not successful in the general curriculum and/or who exhibited characteristics of dyslexia. Teachers new to the campuses and to the Project Read program received intensive training, while

teachers previously trained received a review, updates, and coaching. More than 50 teachers participated in the training. Trained teachers were given opportunities to be observed and to receive feedback on the basis of an observation check list. All teachers were observed by campus administrators.

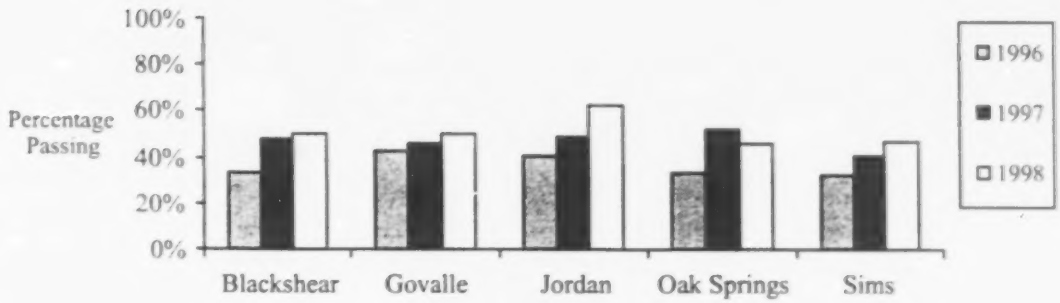
Teachers received ongoing support in the implementation of Project Read through a teacher leader who observed the teachers on-site and provided coaching as needed. Teachers attended three update meetings with the teacher leader during the year. The teacher leader provided overviews for parents, including two interactive PTA meetings to inform parents of Project Read strategies. The teacher leader also modeled Project Read teaching techniques and provided training for 18 preservice teachers.

PERFORMANCE INDICATORS USED TO EVALUATE THE EFFECTIVENESS OF THE ABOVE ACTIVITIES

Performance indicators used to evaluate the Dyslexia Support Academics 2000 program include TAAS Reading, as presented in Figure 6, the Project Read Implementation Checklist, and pre and post surveys of Project Read knowledge.

TAAS Reading

Figure 6: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Blackshear increased from 33% to 50%.
- Between 1996 and 1998, the percentage of students passing TAAS reading at Govalle increased from 43% to 50%.
- Between 1996 and 1998, the percentage of students passing TAAS reading at Jordan increased from 41% to 63%.
- Between 1996 and 1998, the percentage of students passing TAAS reading at Oak Springs increased from 33% to 46%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Sims increased from 32% to 47%.

Project Read Implementation Checklist

- One hundred percent of the teachers who were observed used all of the Project Read techniques in their teaching. In 56% of the student teacher observations (N=16), student teachers used all of the Project Read teaching techniques.

Survey of Project Read Knowledge pre/post

- Student teachers answered 33% of the questions correctly prior to the training; they answered 48% of the questions correctly after the training.

HARRIS ELEMENTARY

Year II of funding

Funding allocation:	$70,000	Administrators served:	3
Students served:	743	Preservice educators served:	0
Teachers served:	64	Parents involved:	152

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

All faculty members working with students in grades k-4 received professional development in how to develop a literacy-based classroom. These trainings included Frameworks, Literacy Backbone, a writer's workshop, ADAPT, and Curriculum Alignment training. Teachers participated in collaborative planning, and a Region XIII literacy consultant provided coaching and modeling. Students who required extended instruction and intervention were identified. At least 20% of the students in grades 3-4 participated in extended-day TAAS camp, and at least 10% of students in grades 1-4 participated in Reading One-One, an early literacy intervention program. Teachers were given opportunities to monitor and support the Reading One-One program being used with their students during out-of-class tutoring sessions.

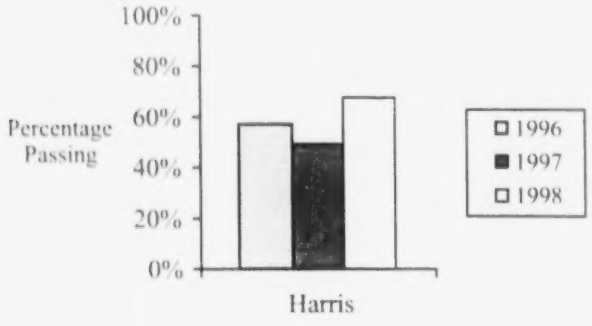
Parental involvement was increased through letters, home visits, and conferences. Teachers met with parents of 100% of their students to detail the home literacy program. During these meetings, parents were made aware of the procedures and expectations of home involvement. At least 65% of all parents participated in at least three literacy-related activities. The Accelerated Schools model of inquiry was used to collect data and evaluate current program effectiveness.

PERFORMANCE INDICATORS USED TO EVALUATE THE EFFECTIVENESS OF THE ABOVE ACTIVITIES

The performance indicators used to evaluate the Academics 2000 program at Harris include TAAS Reading for students overall, as presented in Figure 7, and TAAS Reading for students who participated in Reading One-One.

TAAS Reading

Figure 7: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Harris increased from 57% to 68%.

TAAS Reading for students who participated in Reading One-One

- TAAS pass rates of students who participated in Reading One-One increased from 6% (N=16) to 47% (N=15) between 1997 and 1998.

PALM AND WIDEN ELEMENTARY SCHOOLS

Year II of funding

Funding allocation:	$52,833	Administrators served:	5
Students served:	1651	Preservice educators served:	6
Teachers served:	82	Parents involved:	550

MAJOR ACTIVITIES DESIGNED TO INCREASE STUDENT PROFICIENCY IN READING

This year at Palm and Widen, a balanced literacy model was implemented in every classroom, and reading styles strategies were implemented throughout the year. School-wide assessment included the Primary Assessment of Language Arts & Mathematics (PALM) to assess p-k through second grade students, reading styles inventories for new students, and individual reading inventories (IRIs) to assess students' reading levels. Teachers implemented guided reading strategies, made materials for learning centers in their classrooms, and developed management systems for the centers through observation of other teachers and staff development.

Parental involvement was another focus of the program. Morning, noon, and evening meetings were held to teach parents how to assist their children in preparing for the TAAS. Parents learned reading activities to use with their children at Family Literacy Night. A parent facilitator coordinated Reading Together, an eight-session family literacy series conducted by teachers. Parents of targeted students received instruction from Reading Recovery teachers at series of workshops conducted during regular school days. Teachers informed parents of their child's reading styles during parent conferences.

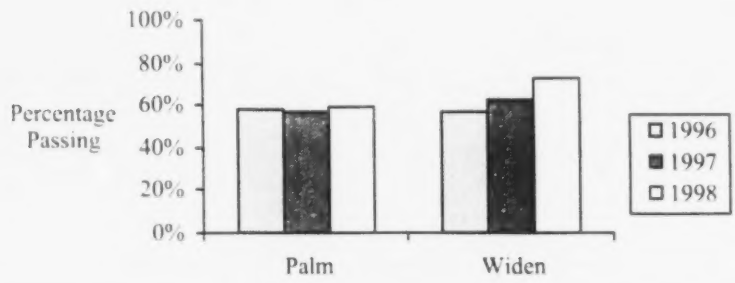
Staff members and pre-service educators participated in a variety of staff development activities to support the program. The staff development included gifted and talented, Breakthrough to Literacy, National Reading Styles, guided reading, professional portfolios, multiple intelligences, and early literacy skills. The grant coordinator met with new teachers to explain the campus literacy program. Pre-service educators trained in the reading styles model were given opportunities to teach in their mentor teachers' classrooms. Finally, a consultant provided training for pre-k through fourth grade teachers on performance assessment, and Reading Recovery teachers modeled reading strategies for classroom teachers.

PERFORMANCE INDICATORS USED TO EVALUATE THE EFFECTIVENESS OF THE ABOVE ACTIVITIES

Performance indicators used to evaluate the Academics 2000 program at Palm and Widen include TAAS Reading, as presented in Figure 8, and informal reading inventories.

TAAS Reading

Figure 8: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students passing TAAS Reading at Palm increased from 58% to 59%.
- Between 1996 and 1998, the percentage of students passing TAAS Reading at Widen increased from 57% to 73%.

Individual Reading Inventories

- Based on an informal reading inventory, second grade students made a 1- to 1.5- year gain in reading level; second grade students in classes where teachers implemented one or more National Reading Styles reading strategies made 1.5- to 2.5- year gains. Third and fourth grade students gained an average of 2 years in classrooms where teachers implemented National Reading Styles reading strategies.

TRAVIS HEIGHTS ELEMENTARY

Year II of funding

Funding allocation:	$27,990	Administrators served:	2
Students served:	633	Preservice educators served:	10
Teachers served:	60	Parents involved:	180

Major Activities Designed to Increase Student Proficiency in Reading

Travis Heights Elementary, in conjunction with Communities in Schools, hosted a Parent Literacy Conference. Session topics included literacy, how to work with students at home, and appropriate use of materials. Staff received training in Multiple Intelligences and designed research-based activities. Eighteen students attended daily classes that focused on multi-sensory instruction. Identified students attended weekly tutoring sessions. Once in the fall and once in the spring, two focus groups met to discuss local Action Research. Results of these focus groups indicated that information shared as a result of the research was very useful to participants.

The program also included a pre-service component. Pre-service educators received training in the Literacy Collaboration Tutoring model and learned to plan, present, and assess literacy skills. They presented demonstration lessons and received feedback on their work. Pre-service educators tutored individual students or small groups of students (i.e., 2-3 students) who had been identified as needing intervention. They also learned to interact with parents of struggling readers, teaching them home activities and strategies to support their students' literacy skills. Pre-service educators also attended staff development that was primarily designed for local staff.

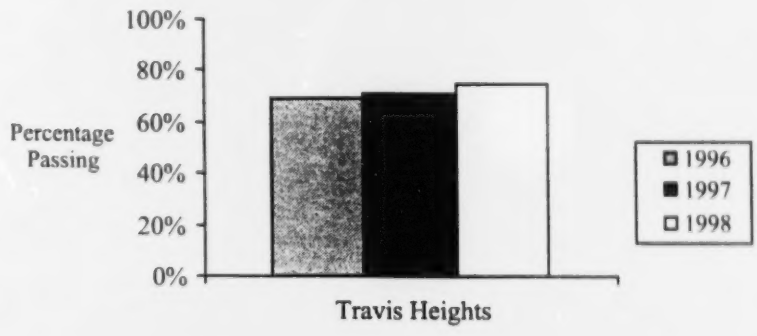
Teachers, administrators, and pre-service educators participated in "Twelve Essential Components of Research-Based Programs for Beginning Reading Instruction" and "How Does Project Read Affect Student Confidence and Reading Ability?" Teachers, administrators, and pre-service educators also attended training in Multiple Intelligences, journal writing, and guided reading.

Performance Indicators Used to Evaluate the Effectiveness of the Above Activities

The performance indicator used to evaluate the Academics 2000 program at Travis Heights includes TAAS Reading, as presented in Figure 9.

TAAS Reading

Figure 9: Percentage Passing TAAS Reading by Campus



- Between 1996 and 1998, the percentage of students increasing TAAS Reading at Travis Heights increased from 69% to 75%.

Austin Independent School District

Department of Accountability
Dr. Susan Kemp, Interim Director

Office of Program Evaluation
Dr. Holly Williams, Assistant Director

Author
Dr. Holly Koehler, Evaluation Analyst

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Publication Number 98.03
April, 1999